DOCUMENT RESUME

ED 111 931 CE 004 576

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TITLE Model Career Exploratory Program. Junction City Jr. High School. Final Report.
INSTITUTION Junction City School District 69J, Oreg.
SPONS AGENCY Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.
PUB DATE 24 Apr 74
NOTE 54p.

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS Activity Units; *Career Education; *Changing Attitudes; *City Wide Programs; Counselor Training; Curriculum Development; Educational Assessment; *Evaluation Criteria; Evaluation Methods; *Guidance Programs; Junior High Schools; Program Descriptions; Program Evaluation; School Visitation; Self Evaluation; Vocational Counseling
IDENTIFIERS Oregon (Junction City)

ABSTRACT

The report describes a career education demonstration project conducted in Junction City, Oregon, a city of 2,535 people with a high concentration of low-income families. Major limitations encountered were resistance to change and lack of funds. Procedures included four inservice sessions for instructional and guidance staff and four visitations to six schools to evaluate the program's progress. The document includes two of the resultant components: a junior high school guidance activity program booklet (19 pages) and a career education assessment instrument (14 pages). The guidance activity booklet consists of: a section for counselors (philosophy, objectives, functions, and techniques involved in incorporating career education into the curriculum); student checklists (self-evaluation, self-awareness, and vocational interests); and outlined guidelines for a six-week junior high school career guidance program (topics, time needed, suggested methods, and materials). The career education assessment instrument includes criteria for evaluating the following program elements: long-range plans, personnel, advisory committee, curriculum, individualized instruction, work experience, guidance, inservice programs, financing, facilities, school and community relations, evaluation, and administration. The annual report concluding the document includes financial and demographic data and summarizes the program as being particularly successful in changing staff and community attitudes toward career education. (MW)

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FINAL REPORT

Model Career Exploratory Program

Junction City Jr. High School

Project Director

Anthony Kennedy
Fifth and Maple St. S.
Junction City, Ore. 97448

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Project Funded by

Ore. State Dept. of Education
Career Ed. Div.
Monty Multanen -- Action Director

Sept. 1972 - July 1974

CE 004 576

MAY 23 REC'D

TITLE: Model Career Exploratory Program

INSTITUTION: Junction City Junior High School

PROJECT DIRECTOR: Anthony Kennedy
Address: Fifth and Maple Streets
Junction City, Oregon 97448

Phone: 998-2392

PROJECT DURATION: September 1972 through July 1974

COSTS:

State	Local	Total
$4500	$946	$5406

NUMBER OF STUDENTS AFFECTED: 500/yr. NUMBER OF STAFF INVOLVED: 35/yr.

PROJECT DESCRIPTION:

School District #69 is an average small district with approximately 1800 students in grades 1-12. The population of Junction City is 2535 with a high concentration of low income families. The major industries are farming and lumbering. The major limitations encountered are resistance to change and a lack of funds to bring about a change.

Purpose

Development of a model career exploratory program based upon identified useful components from other model exploratory programs in school districts throughout the state. This project is designed to serve as a "Replication" or "Transportation" model.

Procedures and Outcomes

The staff was involved in five inservice sessions. Group process techniques were utilized, primarily group problem solving through negotiation. Visitations were made to six different schools. Performance contracting was utilized for revising existing curriculum, improving competencies, providing materials.

Project is complete, and the result is a "component-built" career exploration program.

Retrieval-Dissemination Center
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FINAL REPORT

A MODEL FOR DEVELOPING A CAREER EXPLORATORY PROGRAM

Project No. 20-000-019

Grant No. 1983

ANTHONY KENNEDY

JUNCTION CITY JUNIOR HIGH SCHOOL

JUNCTION CITY, OREGON

April 24, 1974

STATE DEPARTMENT OF EDUCATION

COMMUNITY COLLEGES AND CAREER EDUCATION

EXEMPLARY [redacted]

I. Background and Educational Setting

School District #69 is an average small district with approximately 1800 students in grades 1-12. The population of Junction City is 2535 with a high concentration of low income families. The major industries are farming and lumbering. The major limitations encountered are resistance to change and a lack of funds to bring about a change.

II. Procedures

The staff was involved in five in-service sessions. At these times group process techniques were utilized, primarily group problem solving through negotiation. A rotating team of staff members made four visitations to six different schools and reports were made to the staff after each visitation. Performance contracting was utilized for several purposes; revising existing curriculum, providing material for inservices and improving competencies. Tuition and mileage were paid for workshop attendance concerned with Career Exploration.

III. Results or Accomplishments of the Project

Goal 1: To complete the development of a career exploration program accessment instrument was met. This was accomplished cooperatively with Pleasant Hill Junior High. The result was a 14 page document that was used by the visitation teams. A copy is included.

Goals 2-3: To transport and implant useful components from existing programs into the Junction City Junior High School was met. The resultant components are: G.I.T., Getting It Together, a seventh grade self-awareness program one semester in length. PEOPLE, a nine-week unit in the English program which involves the use of O.I.A.S. A nine week unit in 9th grade social science which incorporates the use of the G.A.T.B. and the interest check list in a computer print out. AVO courses for every student which are high interest Avocational courses with some career exploration involved. GAP, Guidance Activities Program, a small group "homeroom" program for all students to find and discuss values and identity. World of Construction, other components include SUTOE objectives written into the curriculum in the area of 9th grade general math, electricity, metals, woodworking, drafting, 9th grade science, 7th, 8th, 9th grade P.E., consumer math, newspaper in the classroom, 7th grade reading curriculum.

Goal 4: To define role and function of counselors in the career program was met. This objective was met through the use of group processing by the staff and then the use of extended contract time to develop one component of the new program. G.A.P. (Guidance Activities Program).

Goal 5: To conduct intermediate studies to determine student interest in career education and occupational opportunities in Junction City, Lane County, and State

were met through the use of a student career interest survey conducted by the Oregon Trail Council of the Boy Scouts. The results were compiled and tabulated and given back to the school counselors for use by them. Occupational Opportunities in Junction City, Lane County, and the State are accessible thru CIS (Computer Instruction Service) a service of OTIS and have been and will continue to be utilized by the staff.

Goal 6: Continued the Guidelines were found to be helpful as a starting point and as the program gained momentum they become of less value.

IV. Conclusions and Recommendations

The conclusions that can be drawn at this time are:

1. There has been a great deal of attitude change on the part of the staff concerning Career Education.
2. The curriculum has changed as a result of staff attitude change, as evidence in the number of new and modified courses.
3. The career education program is continuing to grow and gain momentum.
4. Visitors from Ontario, Oregon, Rock Springs, Wyoming, and several places in Colorado have commented favorably on the program.
5. The process that the staff went through to reach this point was extremely important. This gave the staff

a sense of identity with the program. The career education program at Junction City Junior High School was "their" program rather than another administratively inflicted scheme to be endured for a brief time in hopes that it would eventually go away or the administrator would find another job. It is this sense of identity that insures that this program will continue to grow even after the official project ends.

V. Summary

The staff of Junction City Junior High School has made a great deal of progress in the area of career education. They have come from a staff which was highly suspicious of and very opposed to career education to a staff that has integrated the basic concepts into their own courses. Now that all phases of the project have been completed, planning for next year's curriculum includes curriculum changes and innovations as a basic ingredient.

Goal #1 Development of an assessment instrument to use in viewing existing exploratory programs in the state and Northwest.

This objective was effectively met by a co-operative effort with the staff of Pleasant Hill Junior High school. The assessment teams used this resulting 14 page document very effectively in their visitations. The quality and quantity of information obtained by each group was significantly greater than what would have been expected normally because of the systematic approach forced upon the teams by the use of the document. Perhaps as important as the document itself was the process undergone to comprise it and the preparations undertaken to prepare for its use.

Goal #2 Design staff development inservice (Certified and Classified staff both involved).

This goal was met exceptionally well. Through the use of group sensitivity techniques the entire staff was introduced to the "career education" concept. After a period of discussion, argument and clarification the emerging goals and plan for reaching them was a true group decision. In the process of development some staff members who were the most hesitant at first emerged as the leaders in carrying out the program.

Goal #3 To transport and implant useful components from existing programs into Junction City schools.

This goal was achieved through four visitations to six programs. Through the use of group processing techniques applicable components were identified and integrated into curriculum for their use in the 1973-74 school year. All phases of transporting and implementing components were first processed by the total staff and curriculum direction was decided by group processes. Once the direction had been set performance contracting was used to write objectives into existing curriculum and develop new curriculum which was then brought back to the group for clarification and finalization. Attached is a description of the changes resulting.

Goal #4 Define role and function of counselors in the career program.

This was done and written into a counseling booklet for use by all teachers. This outlined program has excellent possibilities but will require a tremendous concentration of continuing effort on the part of the counselors and administration to insure its effective implementation. This booklet does demonstrate this goal has been met. (See attached booklet)

Goal #5 Conduct intermediate studies to determine:

A. Student interest in Career Education
B. Occupational opportunities in Junction City, Lane County, and State.

A. This goal was met through the use of a student interest survey conducted with all students by the Oregon Trail Council of Boy Scouts. The results were tabulated and returned to the school.

B. Occupational opportunities are accessible through C.I.S. (Computer Instruction Service) a service of Project OTIS which Junction City schools use. This is being used by the staff.

Goal #6 To assess the value of "Guidelines for an Exploratory Career Education Program grades 7-10".

A group assessment of this vehicle was made and it was determined to be of little value in the Junction City Junior High School setting.

General Comments.

Taken as a whole this was an extremely successful project. Because of its success a staff with extremely limited knowledge of, and even showing defiance toward, a Career Education program was educated, convinced and became dedicated to the goal of implementing a successful program. Additionally, the decisions were not made from an authoritarian base but through group processes. This situation led each participant to identify with the success or failure of the program and led to a commitment that in the beginning seemed unlikely at best. A commitment so arrived at will be more likely to bear fruit in the long run. Care must be taken now to be sure the program now implemented is continually evaluated to insure it is in fact continuing and changing toward being more effective as constant evaluations dictate.

Respectfully submitted

William Brimmer
Program Evaluator

David Callen
Program Evaluator

The resultant Components are:

1. G.I.T. (Getting It Together) - A seventh grade self awareness program one semester in length.

2. PEIP: - A nine-week unit in the English program which involves the use of G.I.A.S. A nine week unit in the 8th grade Social Science which incorporates use of the G.A.I.B. and the Interest Check List in a computer print out.

3. AVO COURSES - for every student which are high interest Avocational courses with some career exploration involved.

4. G.A.P. (Guidance Activities Program) - a small group "homeroom" program for all students to find and discuss values and identify.

5. WORLD OF CONSTRUCTION

Other components include:

6. S.U.T.O.E. - objectives written into the curriculum in the area of 9th grade general math, electricity, metals, woodworking drafting, 9th grade science, 7th, 8th, 9th grade P.E., consumer math, newspaper in the classroom, 7th grade reading curriculum.

GUIDANCE

ACTIVITIES

PROGRAM

junior high

junction city

1973-1974

012

PHILOSOPHY OF GUIDANCE ACTIVITY PROGRAM

The Guidance Activity Program is designed and organized to offer staff members the opportunity to assist junior high school students in making satisfactory mental, physical, emotional and social adjustments in their growth towards wholesome, well adjusted personalities. The counselors role in the program will be to assist the staff members by handling referrals, obtaining additional materials and assisting with methods. As a result of the Guidance Activities Program, all students in the junior high school will be better able to adjust to school, home and community now and in the future.

OBJECTIVES

Students in the Guidance Activities Program should develop the following skills:

1. Self Awareness
   a. Emotional
   b. Intellectual
   c. Physical
   d. Social
2. Self Understanding
   a. As a person of worth
   b. Interests and strengths
   c. Value system
3. Awareness of others
   a. Respect of others
   b. Cooperation
   c. Responsibility and dependability
   d. Family
   e. Peers
4. Communication Skills
   a. Verbal
   b. Non-verbal
5. Learn to Cope
   a. Success
   b. Struggle
   c. Failure
6. Make realistic decisions
   a. Critical thinking
   b. Evaluation techniques

FUNCTIONS OF GROUP DISCUSSION

1. It offers reassurance to the student by showing him that other persons are concerned with the same problems which concern him.

2. Seeing that others are bothered with the same kinds of problems, and that they are willing to talk about them, encourages the reserved student to talk about his own problems; and thus he obtains the benefit of self-expression.

3. Since students are genuinely interested in the experiences of their peers, making these experiences the content of group discussion is an exceedingly effective way to obtain interest.

4. Since the opinions of other members of the group are taken with genuine seriousness, the student shares in thinking about another's problems and is stimulated to do some really objective thinking.

5. The interaction which occurs between members of a group stimulates the individual member to clarify his own thinking.

6. The person who is about to take part listens more carefully than he would under the lecture method, which means that attention is continuous and more keen.

7. The discussion by various members of the class serves to clarify and illustrate the topics in ways adapted to various types of minds, and thus promotes serious thought on the part of most of the students, regardless of their degree of academic ability.

8. The bringing out of differing points-of-views shows that there are two or more sides to every question, and thus promotes broadmindedness and tolerance.

9. Since teen-age young people count acceptance and approval of their own groups as very important, the ideas that are agreed upon by the group hold peculiar appeal, and are very apt to lead to action.

10. Practice at participating in and leading discussion makes one better able to present ideas before a group, and so helps to train for leadership.

This entire process of group thinking--the comparing of ideas, the reshaping of one's own thinking to conform to the merit he sees in the ideas and ideals of others, working through a collection of individual opinions to a synthesis that is better than any single view--all of this is of the essence of the democratic process, and constitutes a basic experience in democracy.

As every teacher knows, guidance is not subject matter, and can hardly be taught as subject matter.

In fact, guidance, if it is to be effective, cannot be taught at all in the traditional sense of the word. Instead, it must put the burden of thought upon the student, and not upon the teacher.

The teachers role in group counseling is primarily one of asking questions rather than answering them. Listening to students rather than lecturing to them is also important.

TECHNIQUES THAT CAN BE USED IN GROUPS

1. The Fish Bowl *

The Fishbowl is made up of an inner and an outer circle. After the circles form, the class is told that the inner group will discuss a topic while the outer group observes how the discussion is going. Observers, divided into subgroups, are given specific tasks related to what helps and what hinders a classroom discussion.

When the discussion is finished, the outer group shares and discusses its observations with the inner. Then the two groups change places and repeat the procedure. Everyone has a chance to be both participant and observer--to discuss the topic and to become more aware of what happens during a discussion.

Advance planning is important. The teacher must decide which planning tasks he should do and which can be shared with a planning committee. First, he should choose four or five students for the committee. Then he should convene it, make sure everyone knows what he is going to do and why, and assign the group tasks. The teacher (and the committee of students) must do five tasks before the scheduled time of the discussion:

1. Choose the topic for discussion. Questions like "What did you enjoy or dislike about this class yesterday?" and "Why do we learn about other countries?" make good topics for any grade level. "Should teenagers go Dutch treat on dates?" and "How should party crashers be handled?" are lively topics in high school. The teacher might suggest several topics and let the student committee choose one of them. The only restrictions are that the topic should not call for or result in a decision for action by the class, such as "What should we do about boys who wear long hair in this class?" and it should not be likely to embarrass any student.

2. Decide what the teacher's role will be, if any.

3. Decide who will give the instructions during the discussions and who will be the timekeeper. (Careful timing is important.)

4. Choose some simple method of dividing the class into two groups. It is best to mix boys and girls, talkers and shy ones. Any random method should work, such as dividing by halves of the alphabet or putting half the girls and half the boys into each group.

5. Decide how to form the inner and outer circles. If the desks are immovable, have the students take seats so as to roughly form two circles.

If time permits, students can discuss what helped or hurt the discussion. If not, appoint a small committee to report on the written responses and hold the discussion later.

* Today's Education, September 1968

2. BRAINSTORMING TECHNIQUE

Brainstorming is a technique that can be used very effectively to get new ideas from a group. It can be used with a total group or it can be used in small groups.

The teacher explains to the group that new ideas are needed. A recorder is then selected to write down on the blackboard or paper all the ideas mentioned. Students are encouraged to come up with as many ideas as possible. No value judgments are made during the brainstorming. All ideas are treated equally. This procedure usually works best if students are given a time limit of from 5 - 10 minutes.

3. RANK ORDER TECHNIQUE

This strategy gives students practice in choosing from among alternatives and in publicly affirming and explaining or defending their choices. It demonstrates clearly and simply that many issues require more thoughtful consideration than we tend to give them.

The teacher explains to the class that he is going to ask them some questions which will require them to look deeper into themselves and make a value judgment. He will give them several alternative choices for responding to each question and ask them to rank order these choices according to their own value-laden preferences.

The teacher reads a question, writes the choices on the board and calls upon six to eight students in turn to give their rankings. Each student quickly gives his first, second and third rankings. Students may say, "I pass." After several students have responded the teacher may give his own rankings. A class discussion may follow with students explaining their reasons for their choices, even if they weren't among the original six to eight to speak.

Sample questions can be found in the book Values Clarification by Sidney Simon pp. 58 - 93.

4. MODELING TECHNIQUES

Modeling is a technique that can be very effective if the teacher is willing to use it and practice it himself. The use of modeling is based on the idea that people learn best by being shown how to do something and then trying it themselves instead of being told to do something and then trying it. Modeling is usually done in pairs. A modeling activity takes place in three steps:

1st person sets a situation and acts as the model of his own behavior. 2nd person reacts to the behavior.

Roles interchange: 2nd person plays the role of the 1st person and 1st person reacts as he wishes a person would react to him in his original role.

Back to original roles: 1st person is himself, 2nd person reacts as 1st person has shown him would be best.

This technique has great potential in terms of teaching people to think about their own reactions and behavior. For example: Suppose the situation involves anger. The modeling person (1st person above) has to think of a situation where he has experienced, or knows would produce, anger. In the

second step he has to think out how another person would best react to minimize hurt in an angry situation with him. Also, this technique gives others insight into the other person. No two people react to the same thing in the same way.

To make modeling a useful technique in self-understanding, the teacher has to originally take the modeling role. Students have to see it work. It is against the idea of modeling for the teacher to introduce modeling by telling the students how to do it and then force some to try it.

Also, modeling is a tool and should be used when needed, not as an end in itself. The teacher would introduce modeling in terms of a particular class. For example, suppose the teacher does this:

> Teacher: "Yesterday I was in a bad mood. Since that is going to happen sometimes because I'm human too, I'd like to show you how best to work with me when I am like that."

The teacher then asks a student to interact with him and they go through the modeling procedure in front of the class. Afterwards, there will be some discussion. A few days later, another instance may arise where the teacher can again do the same kind of thing. Eventually the teacher can have two students do this. Again it would be best if this were a real situation, for example, two kids involved in an argument. Students would not model at the time of an argument because emotions would be too intense, but they might be asked to do it a day or so later when they can see things in perspective.

5. ROLE PLAYING TECHNIQUES

Role playing is an activity that also would be effective in self-understanding. Situations could be made up from experiences of the students that might help all to see themselves and others better.

> People-watching assignments: Assign students to watch for some incidents in everday life of people interacting with other people. Have them write briefly what they saw in a particular incident and be ready to describe it to the group. Tell the students they should take incidents between people they do not know so they can be unbiased observers. This activity could lead to many discussions on possible motivations for people to act in particular ways or might be a basis for role plays.
>
> An example might be: a storekeeper being rude to a hippie who has come into the store.

6. ROLE REVERSAL TECHNIQUE

Another tool similar to modeling is role reversal. This would be most useful in a conflict situation. Two people in conflict reverse roles before the group to give them insight into each other's point of view.

> Example: Two students were involved in an argument at the beginning of class on Wednesday. Today is Friday and you ask the two students to look back at that situation. They first appear giving their own points of view, then they switch to argue the other's point of view. After this, the teacher may have them return to their own stands and then ask them if they see the situation differently than they had before. It is important that the teacher get both students to state how they felt when they reversed roles. Also, each student should say whether he felt the other had represented him well during the reversal. This may then lead to class

6. ROLE REVERSAL (CONT.)

discussion.

Role reversal may also be a good tool in dealing with problem students where you, the teacher, take the student's role and the student tries to see the situation from the teacher's point of view. The teacher might want to do this before a class or just in an after-school conference. Somehow this seems to be more effective than just having the student after school and the teacher scolds while the student feigns attention and remorse.

STUDENT SELF-EVALUATION

(To be administered in September and May)

Name _____

DATE _____

RATE YOURSELF IN YOUR ABILITY	POOR	FAIR	GOOD	EXCELLENT
1. To make friends.				
2. To get along with teachers.				
3. To enjoy your family.				
4. To solve problems for self.				
5. To solve problems in groups.				
6. To accept responsibility.				
7. To be aware of your strengths and weaknesses in your schoolwork.				
8. To be a good citizen.				

NAME_____

DATE_____

SENTENCE COMPLETION ON SELF AWARENESS

Directions: Complete the following sentences to express how you really feel. There are no right or wrong answers. Put down what first comes into your mind and work quickly as you can. Complete all the sentences and do them in order.

1. Today I feel_____
2. When I have to read, I_____
3. I get angry when_____
4. To be grown up_____
5. My idea of a good time_____
6. I wish my parents knew_____
7. School is_____
8. I can't understand why_____
9. I feel bad when_____
10. I wish teachers_____
11. I wish my mother_____
12. Going to college_____
13. To me, books_____
14. People think I_____
15. I like to read about_____
16. On week ends, I_____
17. I don't know how_____
18. To me, homework_____
19. I hope I'll never_____
20. I wish people wouldn't_____
21. When I finish high school_____
22. I'm afraid_____
23. Comic books_____
24. When I take my report card home_____
25. I am at my best when_____

26. Most brothers and sisters _____

27. I'd rather read than _____

28. When I read math _____

29. The future looks _____

30. I feel proud when _____

31. I wish my father _____

32. I like to read when _____

33. I would like to be _____

34. For me, studying _____

35. I often worry about _____

36. I wish I could _____

37. Reading science _____

38. I look forward to _____

39. I wish someone would help me _____

40. I'd read more if _____

STUDENT QUESTIONNAIRE - SELF AWARENESS

1. Do you often feel that you are left out of things at home or school?
2. Do you worry about things you have done and said that you would like to change?
3. Do you feel that other people often say unkind things about you when you are not present?
4. Do you often have your feelings hurt?
5. Are a great many people unfriendly to you?
6. Do you seem to make a poorer showing than the other children in the classroom and on the playground?
7. Do people often say that you are queer or different?
8. Do you have the feeling that nobody understands you?
9. Do you sometimes think that people are making fun of you?
10. Do you have a habit of biting your fingernails?
11. Do you often worry about your schoolwork or about failing?
12. Do you often find your mind wandering to many other things when you are supposed to be studying?
13. Do you worry about little mistakes you have made?
14. Do you find it hard to talk to new pupils?
15. Do you always prefer to let someone else be the leader?
16. Do you frequently feel sad for no particular reason?
17. Do you often feel that you would like to stay home instead of going to school?
18. Do you find it hard to stand before the class and tell a story? Give a report?
19. Do you worry a great deal about terrible things that might happen to you or members of your family?
20. Do you wish that you could take part in more things?

TEACHER EVALUATION

For use in Grades 7 through 9

RATE:

Student involvement as a group member:

Group setting of realistic goals:

Groups managing to reach their goals:

Observed changes in interpersonal relationships:

Level of tolerance for others:

Degree of benefit to individual students:

Should we continue this program?

What changes should be made or attempted?

FIND YOUR OWN INTERESTS

Helpful Planning for the Future

NAME_____SEX____GRADE_____AGE_____

I. What does the school record show? (Consider grades 7, 8, and 9)

A. Average grade in English____, Math____, Science____, and in Social Studies____.

B. Two favorite school subjects and give average grade for each:

1. _____Grade____; 2._____Grade____

II. School activities (sports, plays, club work, etc.) are important:

A. My favorite part of school_____

1. It is interesting because_____

_____

B. Other school activities that would be nice to be a part of are_____

_____

III. Three favorite hobbies outside of school are: 1. _____

2. _____ 3. _____

IV. The skill that I feel best qualified to perform is_____

V. The course of study or special training that appeals most to me is_____

_____

VI. I have been told by my_____that I was especially good at

_____and_____

VII. Members of my family and/or friends have suggested a career as_____

_____to me, and I feel it would be_____

VIII. The work I would really like to do for a living is_____

_____. Why?_____

IX. Members of my family who have done this kind of work are_____

_____

X. My parents urge me to complete at least____years of school.

XI. Their schooling consisted of grade school, _____

and_____

XII. I have held part-time and/or summer jobs as 1._____

2._____3._____

I like job number___the best. Job number___paid the best.

It seemed I was most useful and learned the most on job number_____

XIII. Reading:

A. My favorite newspaper is_____. The part I enjoy most is_____

B. The magazines I most often read for pleasure are 1._____

2._____and 3._____

C. The book I most recently read for pleasure was_____

_____. That was____ months ago.

XIV. The TV (or radio) programs I prefer are: 1._____

2._____and 3._____

TOPICS	Approx Time	SUGGESTED METHODS	MATERIALS
TUESDAY, SEPT. 4th			
1. Getting acquainted learn names	10-15 min.	Use circle or small groups	See Handout
2. Fill out class schedule	5-10 min.	Keep a file on each student including this. Up-date each quarter and when needed.	See form
3. Locks and Lockers a. Confidentiality of combinations b. Office to be informed of present locker c. Two people per locker	5 min.		See Handbook
WEDNESDAY, SEPT. 5th			
1. Getting acquainted (cont.)	10	Use handout	
2. Schedules a. Time of classes, bells b. Tardies c. School Calendar d. Athletic Events	15	Discuss - asking students questions	Handbook
3. Purpose of GAP	5	Go over philosophy and objectives of GAP	GAP book
THURSDAY, SEPT. 6th			
1. Role of the "new" student a. Learning the building b. Making friends c. Being included in a group	10	Discuss: "New" student is <u>all</u> seventh graders and new 8th and 9th graders. Role Play or Role Reversal	Questions - What is a friend? How do you keep friends? When are you no longer a friend?
2. School Philosophy	5	Question - Answer	Use Parent-Student Handbook
3. School Procedures	15	Question Students on this - if they don't know the answers have them look them up in the handbook	Use Parent-Student Handbook

TOPICS	APPROX. TIME	SUGGESTED METHODS	MATERIALS
(cont.) c. Illness, accidents d. Use of Telephone e. Hall Passes f. Conduct in assemblies			
FRIDAY, SEPT. 7th			
1. Introduce AVO Courses a. Purpose b. Description c. Method of sign-up d. Changes	20 min	Have descriptions read Problem - Solve coming up with 3 choices for each student Answer students questions	Use AVO Handout Questions: What happens when your one choice is filled up?
2. Student Self Evaluation	5-10	Written and file	Use form provided
MONDAY, SEPT. 10th			
1. AVO Course sign-up	30	Arena scheduling in the gym Procedure to be announced.	
TUESDAY, SEPT. 11th			
1. Student Council a. Purpose b. Activities c. Responsibility	15	Discuss: Use students who have been active in student council before.	Handbook Questions: Who can participate? What happens if a room rep. doesn't do what is expected of him? When should you elect a new room rep.?
2. Room Reps. a. Responsibilities b. Election	15	Have students elect one room rep. and one alternate.	
FRIDAY, SEPT. 14th			
1. Duties of school personnel a. Principal b. Asst. Principal c. Counselor d. Nurse e. Librarian	20	Discuss as total group or break into small groups. Role play Question - Answer Brainstorm	Teachers Manual

(cont.)

TOPICS	APPROX. TIME	SUGGESTED METHODS	MATERIALS
(cont.) f. Teachers (this is covered later) g. Others			
2. Availability of Personnel to Students	10	Discuss in larger or small groups	When should they be available to students Effective & non-effective ways of getting assistance?
MONDAY, SEPT. 17th			
1. Grading a. Method used b. Purpose	10	Discuss in groups Why Grade? Are grades important? Who should know your grades?	Teachers Handbook
2. Progress Reports a. Value b. Time sent out	10		Forms provided
3. Study Habits a. Good habits b. Bad habits	5	Discuss	Handout
4. Make-up work	5	Should work be made-up? When? How do you go about getting make-up work? Who's responsible?	
FRIDAY, SEPT. 21			
1. Self awareness a. Emotional self b. Group emotions		Discuss in large or small groups what makes me sad? mad? happy? scared? Discuss class group feelings: Fear, loneliness, withdrawal, making mistakes, shyness, worry, happiness Discuss reactions to movies, films, stories, etc.	See resource list Counselors can assist with this too
2. Sentence completion form "Self Awareness"		Written and File Class can vote (raising hands) on items they wrote. ex. How many feel happy today? Sad? Using this method students can see there are others who feel the same way they do. You won't have time to	Forms provided if you plan to use this.

(cont.)

TOPICS	SUGGESTED METHODS	MATERIALS
	(cont.)	
	discuss why they feel the way they do or answered an item a certain way. After reading them you might want to talk individually with a student or refer them to the counselor.	
MONDAY, SEPT. 24th		
1. Self Awareness (cont.)	Discuss in large or small groups or role play: What does a face say? What do your clothes tell about you? What does your voice really say?	
2. Questionaire on Self Awareness	Can be discussed orally or written. Also they can be voted on. Yes, No answers.	Questions provided
FRIDAY, SEPT. 28th		
1. "The Inside Me vs. The Outside Me" (2 days)	Pick one of these and have materials ready	Material provided
or		
2. "Student Scrapbook" (On Going)	Advance planning necessary!!	
or		
3. "Lost on the Moon" (3 days)		
MONDAY, OCT. 1st		
Continue activities of last Friday.		
FRIDAY, OCT. 5th		
Continue previous activities	Question - Answer Groups	Handbook
or	Why do we have rules? etc.	Getting Along Series
1. Citizenship at school and on the bus		Handbook
2. Referral System		Asst. Principal

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TOPICS	SUGGESTED METHODS	MATERIAL
MONDAY, OCT. 8th		
1. School Publications Paper Yearbook	Students who have had experience can help with input. Advisor can help	Teacher Handbook
2. Lost and Found - Where?	Go thru procedure - role playing	
3. Illness and accidents at school		
FRIDAY, OCT. 12th		
No school - State Inservice		
MONDAY, OCT. 15th		
1. Student planning for GAP 2nd quarter	Group and brainstorm for ideas Rank order list Come up with one list to turn in to counselors	
2. Teacher evaluation of GAP	Written form - turn in to counselors	Provided
FRIDAY, OCT. 19th		
1. Student evaluation of AVO courses	More information on this will probably be provided	
2. Student surgestions for new AVO courses		
3. Finding your own interests	Written form	Form provided on request

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TOPICS	SUGGESTED METHODS	MATERIALS
MONDAY, OCT. 22nd		
1. How students see their school	Check list can be used individually or as a group. Also voting can be done.	Ask for additional copies.
2. School Activities a. Parties b. Athletics c. Spirit	Discuss as group	See additional material
FRIDAY, OCT. 26th		
1. Let's talk about teachers	Use additional material. Students can brainstorm for their own list of qualities or use the ones on the form Individually rank these Break into small groups and negotiate them coming into agreement. DO NOT TALK ABOUT NAMES OF TEACHERS.	
MONDAY, OCT. 29th		
1. Friday's activity can be continued or 2. Values	Use Values Sheet #1 Read ahead of class time to be prepared.	
FRIDAY, NOV. 2nd		
1. Physical Self	Pick from any of the following activities or come up with your own: 1. Have each student describe himself, the color of his hair, his height, etc. 2. Have another person describe him to class and have class guess who it is. 3. Use open-ended sentences: a. One thing I can tell you about myself is... b. If I could look just the way I want to, I would... c. I really look like... d. One way I am like everyone else is...(cont.)	

CAREER EDUCATION ASSESSMENT INSTRUMENT

Compiled by

Junction City Junior High School
Pleasant Hill Junior High School

INDEX

I.	Long-range Plans	Page 1	yes__	no__	Ad.
II.	Personnel	Page 2	yes__	no__	Staff
III.	Advisory Committee	Page 3	yes__	no__	Ad., A.C.
IV.	Curriculum	Page 4	yes__	no__	Staff, Ad.
V.	Individualized Instruction	Page 5	yes__	no__	Staff, Students
VI.	Interdisciplinary	Page 6	yes__	no__	Staff
VII.	Work Experience	Page 7	yes__	no__	Ad., Staff Students
VIII.	Guidance & Counseling	Page 8	yes__	no__	Counseling, Staff Students
IX.	Inservice	Page 9	yes__	no__	Ad., Staff
X.	Financing	Page 10	yes__	no__	Ad., Staff, A.C.
XI.	Facilities	Page 11	yes__	no__	Ad., Staff
XII.	School & Community Relation	Page 12	yes__	no__	Ad., Staff, A.C.
XIII.	Evaluation	Page 13	yes__	no__	Ad., Staff Students
XIV.	Administration	Page 14	yes__	no__	Ad., Staff

I. ELEMENT - Long-range Plan

Through planning an effort is made to establish implementation procedurer, determine needs, set goals, determine resources to meet the needs of students and community.

Assessment criteria

1.	Long-range plan utilized?	YES	NO
	Written?	YES	NO
2.	Problems, needs objectives identified?	YES	NO
	Written?	YES	NO
3.	Objectives reflect needs of students, school, community?	YES	NO
4.	Timeline evident?	YES	NO
5.	Plan a joint effort of administration, board, staff, advisory personnel?	YES	NO
	How utilized?		
6.	Sources: Available copy?	YES	NO (obtain)

II. ELEMENT - Personnel

It is vital that the total staff serves as a team, maintains pace with changes in society, and assumes the responsibility for professional growth.

Assessment criteria

1.	Staff members adequately trained in career education?	YES	NO
2.	Coordination and/or direction provided?	YES	NO
	Teacher team?	YES	NO
	Building coordinators?	YES	NO

II. ELEMENT - Advisory Committee

Career programs need to reflect the occupational world and community needs. Advisory committees are relied upon to assist in planning and keeping programs current to the requirements of the world of work.

Assessment criteria

1.	Committees functioning?	YES	NO
2.	Staff responsibility designated for each committee?	YES	NO
3.	Instructors attend committee meetings?	YES	NO
4.	Duties and responsibilities of committees written?	YES	NO
5.	All levels of personnel from key occupations represented?	YES	NO
6.	Size of committee?		
7.	How were committees formed?		
8.	Value of: (opinion)		

IV. ELEMENT - Curriculum

The curriculum should reflect the activities of the occupational world and allow each student to develop career interests and abilities.

Assessment criteria

1.	District curriculum guides utilies as a basis for program articulation?	YES	NO
2.	Teachers involved in planning awareness and exploratory programs?	YES	NO
	Awareness program K-6?	YES	NO
3.	Students allowed to explore several cluster areas?	YES	NO
4.	Hands-on experience provided?	YES	NO

V. ELEMENT - Individualized Instruction

Resources, methodology, and teachers' efforts need to be combined in a setting flexible enough to accomodate students with varied interests, abilities, and attitudes.

Assessment criteria

1. Instructors trained individualized instruction methods? YES NO

2. Variety of learning experiences available for each given concept? YES NO

3. Competency levels identified? YES NO

4. Are "undesirable" students screened out? YES NO

5. Define "remedial" and "advanced".

6. Methods used to monitor each student's progress. (List)

VI. ELEMENT - Interdisciplinary

A relationship should exist between all school subjects taught as each relates to the career goals selected by the student. Each discipline plays a vital part in helping the student achieve success in his career interest area.

Assessment criteria

1. Specific areas within the curriculum identified as interdisciplinary? YES NO

2. Effectiveness of interdisciplinary approach.

3. Opinion:

VII. ELEMENT - Work Experience

Students should have the opportunity to experience work as a part of the educational program in order to make sound judgements and decisions about their personal goals and to obtain job skills.

Assessment criteria

1. Policy and guidelines for work experience? YES NO

2. Work experience programs functioning? YES NO

   Successfully? Unsuccessfully?

   Was it a cooperative effort between employer and coodinator? YES NO

3. Coordination and supervision provided? YES NO

4. Work experience considered for Jr. High? YES NO

5. Field trips? YES NO

6. Guest speakers? YES NO

VIII. ELEMENT - Guidance and Counseling

Guidance programs assist each student in self-understanding, self-responsibility, decision-making ability, development of values, and attainment of attitudes and skills required for productive citizenship.

Assessment criteria

1. District has an effective career guidance program? YES NO

   Method used?

   Tests used?

   Parents involved? YES NO

2. Guidance services available to assist students in assessing interests, aptitudes, and abilities? YES NO

3. Cooperation between guidance and counseling staff and teachers? YES NO

4. Student follow-up program functioning? YES NO

   Time span?

IX. ELEMENT - In-service

School board and administrators are responsible for competencies needed by the staff to operate an updated and quality program.

Assessment criteria

1. Career education in-service program established? YES NO

2. Time and finances provided for in-service programs? YES NO

3. District provides tuition reinbursement? YES NO

4. Consultant help provided? YES NO

5. Opinion:

X. ELEMENT - Financing

Adequate resources are required to carry out a quality career education program.

Assessment criteria

1. Operating budget supports needs and priorities as established in the long-range plan? YES NO

2. Administration, instructional staff, and advisory personnel operate as a team in developing the budget? YES NO

3. Are personnel, facilities, supplies, equipment, and supporting services adequately financed to carry out the career education objectives?
CIRCLE AREAS ADEQUATELY FINANCED:

Facilities Supplies
Equipment Personnel
Supporting services

4. Use of state or federal funds? YES NO

5. Title of the writer for career grants:

XI. ELEMENT - Resources, Facilities, Equipment

The facility provides a learning environement for diverse activities. Equipment and supportive resources should be up to date and representative of the occupational world.

Assessment criteria

1. Are facilities and equipment compatible with those in the world of work? YES NO

2. Community resources are utilized in the instructional program? YES NO

3. Who organizes community resources?

XII. ELEMENT - School and Community Relations

Involvement of individuals and organizations within the community maximizes the effectiveness of the career education program.

Assessment criteria

1. Functioning public relation program? YES NO

2. Public use of facilities, equipment, and resources provided by the school? YES NO

3. Appreciation expressed to the community for its support? YES NO

4. Opinion of the P. R. program:

XIII. ELEMENT - Evaluation

Effective evaluation determines how well the program is meeting individual student needs, needs of the community and the career education program.

Assessment criteria

1. Effective evaluation plan? YES NO

2. Evaluative process involved students, staff, and advisory members? YES NO

3. Provisions for outside evaluation assessment? YES NO

4. Provisions for evaluation of student progress? YES NO

   Grading system:

5. To what degree are evaluation results used to improve programs?

XIV. ELEMENT - Administration

Administrative leadership and commitment is required to develop and maintain a quality career education program.

Assessment criteria

1. Has a program administration? YES NO

   Time delegated: _____ hours/day.

2. Board and key administrators endorsed career education program? YES NO

3. Decision makers consider the advice and recommendation of advisory committee? YES NO

4. Decision makers utilize lang-range plan in:

   Determining priorities? YES NO

   Financing program? YES NO

5. Administrative structure allows utilization of input and recommendations of all staff levels in decision making? YES NO

QUESTIONS TO ASK AT TIME OF VISITATION

Students

1. Are you learning anything?
2. What are the short-comings of this class?
3. What are the strong points of this class?
4. Would you take this class over again, knowing what you do about it?
5. Do you look forward to coming to this class?
6. Would you recommend this class to another student? A friend?
7. Do you talk about this class to your parents?
8. What things would you like to add or take away from this class?
9. Why did you take this class?

Teachers

1. What is the total number of students involved in this class for the entire school year?
2. What is the length of the course? (9weeks, 18 weeks, etc.)
3. Do you enjoy teaching this course? Are the students responsive?
4. Would you recommend this course to other teachers?
5. What prompted the school to start this course?
6. How much prep time is required?
7. What would you suggest as optimum class size?
8. What is the cost of teaching aids? Are these aids available?
9. Is there a lot of coordination needed between teachers, departments, and administration?
10. Can teacher aids be used successfully?
11. Are there many suggested field trips and if so, how do the other teachers feel about giving up their students for the field trips?
12. Is there a lot of administration backing needed or can the teacher carry out the needed tasks alone?
13. What changes would you suggest?
14. Is this class aimed at boys or girls? Does it make any difference if the boy-girl ratio is not even?
15. Would you recommend this course being a required or being an elective class?
16. Does the classroom size make any difference?
17. Does the class at times produce louder than average noise?
18. What types of students are taking this course?

ANNUAL REPORT

of

A MODEL FOR DEVELOPING A CAREER EXPLORATORY PROGRAM

AN EXEMPLARY PROJECT

in

CAREER EDUCATION

Project Duration: September 1972 - September 1973

Conducted by

JUNCTION CITY JUNIOR HIGH SCHOOL
5th and Maple Streets
Junction City, Oregon
97448

ANTHONY KENNEDY
5th and Maple Streets
Junction City, Oregon 97448

A Project Funded by
Oregon Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

June 11, 1973

I. Background and Educational Setting

School District #69 is an average small district with approximately 1800 students in grades 1 - 12. The population of Junction City is 2535 with a high concentration of low income families. The major industries are farming and lumbering. The major limitations encountered are resistance to change and a lack of funds to bring about a change.

II. Procedures

The staff was involved in four in-service sessions. At these times group process techniques were utilized, primarily group problem solving through negotiation. Also four visitations were made to six different schools and reports were made to the staff after each visitation. Performance contracting was utilized to revise existing curriculum. Tuition and mileage were paid for workshop attendance concerned with career exploration.

III. Results or Accomplishments of the Project

The results of the project to this point are:

1. Four staff in-services concerning career education.
2. Four visitations to exsisting programs.
3. Four major revisions in curriculum for 1973-74 school year.
   a. Integrated S.U.T.O.E. (partial).
   b. 7th grade awareness program.
   c. Group counseling for all students.
   d. Avo-courses integrated into curriculum.
4. Identification of counselor's role in career education program.
5. Conducted intermediate study to determine student interest in career education and job opportunities in Junction City, Lane County.

IV. Conclusions and Recommendations

The conclusions that can be drawn at this point are:

1. There has been a good deal of attitude change on the part of the staff concerning career education.

2. The curriculum is changing as the attitude of the staff changes.

3. The total career education program is growing and gaining cohesiveness as a unit.

It is recommended that the expiration date of the project be extended to the end of September 1973, to allow time for completion of curriculum revision and evaluation.

V. Summary

The staff of Junction City Junior High School has made a great deal of progress in the area of career education. The attitude on the part of the staff has changed from open hostility and doubt to a feeling of anticipation and eagerness. Although all phases of the project are not yet complete, many significant changes have been made in curriculum and attitude.

VI. Demographic and Statistical Information

(In this section list all information available to you as called for on the following chart):

a. Number of schools involved in project — 1

b. Total number of students enrolled in project schools — 520

c. Total number of students directly served by the project — 520

d. Number of staff directly involved in or served by the project:

Professional/certificated — 31

Classified — 5

f. Estimated number of parents involved — 0

g. Estimated number of other community persons and resource people involved — 0

h. Estimated number of visitors to the project — 0

i. Number of presentations on the project presented:

In-district — 5

Out-of-district — 0

j. Total number of guides, handbooks, materials developed — 0

Breakdown of number of copies produced and distributed

Item	Number produced	Distribution

k. Other descriptive information which you wish to report not covered above.

(More)

VII. Summary of Costs

A. Source of Funds:

State/Federal	$4500.00
Local	946.00
Other	
Total	$5446.00

B. Breakdown of Costs

	State/Federal	Local	Total
1) Project Administration	450.00	500.00	950.00
2) Staff Development			
-workshops	455.00	50.20	505.20
-released time			
-other (specify)			
Total			
3) Supplies & Materials	18.00	2.00	20.00
-If guides or handbooks produced, identify cost to reproduce: cost per guide: _____ total _____			
-your estimate of per-guide or handbook cost, including development costs (such as staff development time, etc.) per unit cost _____			
4) Travel, per-diem	549.00	61.00	610.00
5) Consultants			
6) Evaluation			
7) Other costs (specify)			

NOTE: Please attach a copy of the outside or third-party Evaluation Report.

Project # _____

ABSTRACT OF APPLIED RESEARCH OR EXEMPLARY PROJECT
FUNDED BY OREGON STATE DEPARTMENT OF EDUCATION

TITLE: A Model For Developing A Career Exploratory Program.

INSTITUTION: Junction City Junior High School

PROJECT DIRECTOR: Anthony Kennedy

ADDRESS: 488 Laurel Street, Junction City, Oregon 97448

PHONE: 998-3175

PROJECT DURATION: 1 year

COSTS

Federal	Local	Other	Total
$4500.00	946.00		$5446.00

NUMBER OF STUDENTS AFFECTED: 520

NUMBER OF STAFF INVOLVED: 31

Educational Setting

School District #69 is an average small district with approximately 1800 students in grades 1 - 12. The population of Junction City is 2535 with a high concentration of low income families. The major industries are farming and lumbering. The major limitations encountered are resistance to change and a lack of funds to bring about a change.

Purpose

To establish a component built exploratory career education program and define roles of staff involved within the new program.

Procedures and Outcomes

Group processing meetings with total staff to decide direction. Four visitations to six programs with different staff members with feedback sessions after each visitation. The major outcomes were four major curriculum changes resulting in a component-built program

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ANNUAL REPORT AVAILABLE FROM: Anthony Kennedy, Project Director
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